

Daniel D. Kuester

Office:

302 A Waters Hall
Kansas State University
Manhattan KS, 66502
Phone: 785-532-6341

Home:

Email: dkuester@ksu.edu

Phone:

Education:

Ph.D. - University of Missouri-Columbia, completed May 2000
M.A. - University of Missouri-Columbia, May, 1996
B.A. - Drury College, Springfield, MO May, 1994
(Magna cum Laude) Double Major Business and Economics

Academic Experience:

Kansas State University – Manhattan, KS, Assistant Professor, 9/04-Present
Director of Undergraduate Studies, June 2008-present
Roger Trenary Chair in Economics, June 2008-Present
University of Arkansas – Fayetteville, AR, Visiting Assistant Professor, 9/00-8/04
Stephens College – Columbia, MO, Instructor, Spring 1999
University of Missouri-Columbia – Instructor Summer School, 1997, 1999, 2000

Professional Organizations:

American Economic Association, Western Social Science Association, Association of
Arid Lands Studies

Awards From Kansas State University:

Presidential Award for Excellence in Undergraduate Advising, May 2015
The Putting Students First Faculty Award for Outstanding Service to Students, May 2015
Stamey Award for Excellence in Undergraduate Advising, May 2010
Stamey Award for Excellence in Teaching, May 2009

Other Awards and Recognition:

Finalist, “Putting Students First Award” Kansas State University, Spring 2009
Donald K. Anderson Award for Excellence in Undergraduate Instruction,
University of Missouri (1997)
Outstanding Faculty Member by the following organizations or “faculty member of the
year in some cases”– Acacia Fraternity, Alpha Delta Pi, Phi Beta Phi, Lambda Chi Alpha,
Sigma Nu, K-State Housing and Dining Services

Teaching

Presentations:

“Studying the Importance of Student Involvement in Large Lecture Courses: Do Engaged
Students Perform Better?” -- AEA National Conference on Teaching Economics,
(CTREE), Washington D.C., May 29, 2014

“Using Social Media to Teach Economics” -- AEA National Conference on Teaching Economics (CTREE), Boston, May 31, 2012

“Economics of the Office” – Poster Session with Dirk Mateer (Penn State), AEA Meetings, Chicago January 7, 2012

“Economics of the Office: Using Media to Enhance Teaching and Learning” Faculty Exchange for Teaching Excellence, Faculty Retreat. Kansas State University, January 13, 2011.

“Economics of the Office: Using Media to Enhance our Understanding of Economics.” Penn State University, October 2010

I have taught the colloquium about Economics for secondary education majors at Kansas State University each semester since the fall of 2007 with two exceptions.

“Dealing with the busy intersections—How to meet student needs in large lecture courses.” Faculty Exchange for Teaching Excellence, Faculty Retreat. Kansas State University, January 2009.

“Motivating and educating today’s K-State econ student.”. Departmental Seminar, Kansas State University Economics Department, Spring 2008.

“Motivating Students of Today” (w/ Carole Shook) University of Arkansas “Teaching and Faculty Support Center Retreat”. July 30, 2002, Eureka Springs Arkansas (Approximately 80 professors from the University of Arkansas attended)

Other Teaching/Service Experience:

Participant, 2015 AEA Teaching Conference (CTREE)

2015, Kassebaum Scholarship Committee, Kansas State University

Discussant, 2014 AEA Teaching Conference (CTREE)

2012, 2013--Truman Scholarship Committee, Kansas State University

Kansas State University - FETE Advisory Board Member (Two year terms), May 2008-July 2012

Attended, helped organize, FETE Teaching Retreat, 2009, 2010, 2011 and 2012. I presented at the 2009 and 2011 retreats and was a moderator in 2012.

Attended, FETE Teaching Retreat at Kansas State University, (seven times)

Attended a week long “Market Based Management” Conference with emphasis on teaching techniques, Koch Industries, July 2009

Attended Equity and Access Partnership, Teaching Summer Institute, 2006, 2007, 2008

Attended NSF Sponsored Conference on Using Economic Experiments in the Classroom, Fayetteville, AR. June 3-4- 2008

Attended the University of Arkansas “Teaching and Faculty Support Center Retreat”. 2001 and 2002

Courses Taught:

History of Economic Thought, Public Finance, Senior Seminar in Economics, Sports Economics, Macroeconomic Theory, Microeconomic Theory, Principles of Microeconomics*, Principles of Macroeconomics*, Basic Economics

* indicates course has been taught more than ten times

Economics Club Advisor:

Kansas State University – Fall 2006-present

I also attended meetings as assistant advisor from Fall 2004-Spring 2006

Organized Field Trips for students and Promoted the Successful “Student Price Index”

Honor’s Thesis Advisor:

I have been an honor’s thesis advisor for several students at both Kansas State University and at the University of Arkansas (details provided upon request)

Student Advising:

Approximately 50 students a year at Kansas State University (2004-present)

Departmental Committees:

Undergraduate instruction Committee, Kansas State University*

Honor’s Banquet Committee, Kansas State University*

Robert Regnier Lecture Series, Kansas State University*

Teaching Advisory Committee, Kansas State University *

Scholarship Awards Committee, Kansas State University*

Chair of Hiring Committee (Instructor Line), Kansas State University (spring 2005, spring 2006, spring 2012, spring 2014)

Social Committee, Kansas State University, (fall 2005-spring 2009)

Teaching and Faculty Support Center, New Faculty Lecture Committee

University of Arkansas, 2000-2002

Walton College of Business Special Events Committee, 2003-04 academic year

* indicates presently serving on this committee

Research

Referee:

Journal of Economic Education (2014, 2015)

Southern Economic Journal (2012)

Forum of the Association for Arid Land Studies, 2003-present (every year)

Refereed Articles:

“Economics of the Office” – Co authored with Dirk Mateer and Chris Youderian (I am the corresponding author) – The Journal of Economic Education, Volume 45(4), p. 392, 2014

“Economics of the Office” – A website I launched with the help of Dirk Mateer (Kentucky) and Chis Youderian is “live” and frequently used as a teaching resource by many instructors.
www.economicsoftheoffice.com

“Regional Information and Market Efficiency: The Case of Spread Betting in United States College Football.” – Co authored with Shane Sanders, Nicholls State University November 2009 – electronically published. Journal of Economics and Finance

“A Perspective on the Persistent Concern with Global Population Growth: A Response as it Relates to Malthusian Theory.” Forum of the Association for Arid Land Studies, International Center for Arid and Semi-arid Land Studies, Texas Tech University, Lubbock TX Vol. XVIII No 1, 2002 pp.19-23_

“A re-examination of the Sunspot Weather Theory of Business Cycles” w/Charles Britton University of Arkansas, Forum of the Association for Arid Land Studies, International Center for Arid and Semi-arid Land Studies, Texas Tech University, Lubbock TX Vol. XIX No 1, 2003 pp. 16-23 (Presented April '03)

“An Examination of the Most Recent Economic Cycle from an Arid Lands Perspective” w/Charles Britton University of Arkansas, Forum of the Association for Arid Land Studies, International Center for Arid and Semi-arid Land Studies, Texas Tech University, Lubbock TX Vol. XX No 1, 2004 pp. 52-64(Presented April '04)

“Betting on the Come: What the expansion of Native American Gaming means to the Travel and Tourism Industries of the Arid/Semi Arid States.” Forum of the Association for Arid Land Studies, International Center for Arid and Semi-arid Land Studies, Texas Tech University, Lubbock TX Vol. XXI No 1, 2005 pp. 10-19-64(Presented April '05)

“Betting On Prosperity: Revisiting the Effects of Corporate and Native American Gaming on the Tourism Industry and Overall Economic Health of Arid States.” Forum of the Association for Arid Land Studies, International Center for Arid and Semi-arid Land Studies, Texas Tech University, Lubbock TX Vol. XXII No 1, 2006, pp. 83-90 (Presented April '06)

“Athletic Success and Aridity: Do College Football Teams From Arid States Possess an Advantage due to Climate or Other Reasons?” Forum of the Association for Arid Land Studies, Vol. XXIII

“Athletic Success and Aridity Revisited: Does Aridity Affect the Relative Success of a College Football Team?” Presented at the AALS annual meetings, Denver, CO. April 2008 Forum of the Association for Arid Land Studies, Vol. XXV (2009)

“Arid States and Economic Competitiveness: A Case Study of the ALEC-Laffer Index” (with Dr. Kara Ross). Presented at the AALS annual meetings, Salt Lake City, UT April 2010. Forum of the Association for Arid Land Studies, Vol. XXVI (2011)

I serve as the Executive Director of the Association of Arid Lands Studies (2008-present) and am the current President of AALS and Editor of the AALS Forum

Other Presentations

“Recovering from the Great Recession: How have Arid States Performed?”
With Kyle Ross (UALR), Presented at AALS meetings, Albuquerque NM, April 2014
(this has been submitted for the 2015 FORUM)

“Examining Gini Coefficients and Economic Inequality: An Arid vs Humid State Comparison” (with Dr. Kara Ross). Presented at the AALS annual meetings, Houston TX, April 2012

“Athletic Success and Aridity Revisited: Does Aridity Affect the Relative Success of a College Basketball Team?” (with Kyle Ross, UALR), Presented at the AALS annual meetings, Denver CO, April 2013.

Miscellaneous Quotes in Newspaper Articles

“Beer, Housing, Driving Student Prices Higher.” – Manhattan Mercury, October 24, 2014

“Price of Being a K-State Student Continues to Rise” - K-State Collegian, October 23, 2014

“Students expect to see increase in tuition, housing prices” – K-State Collegian, October 18, 2013

“NYU Professor Sheds Light on Economic Inequality.” – K-State Collegian, October 16, 2013

“Obamacare Breakdown: How ACA Affects Students” - K-State Collegian, October 9, 2013

“Renowned Economists Debate Over Fiscal Crisis, Policy” - K-State Collegian, May 1, 2013

“Upcoming Sequester to bring Changes to Manhattan, Fort Riley Communities.” - K-State Collegian, February 28, 2013

“Value of College Degree Outweighs Financial Burden K-State Professors Say.” - K-State Collegian, February 19, 2013

“Wallet Woes: Students See 3.7 percent increase in prices” K-State Collegian, October 17, 2012

“Forbes Magazine rates Manhattan as the top small place for business, careers” K-State Collegian, June 20, 2012

“Fiscal Responsibility key to long term success, stability.” K-State Collegian. February 29, 2012

“Purchasing Experiences may give students better value for money.” K-State Collegian. February 22, 2012

“Big sports budgets dominate SEC”. St. Louis Post Dispatch – Thursday, October 20, 2011

“Opinions differ on violence in Libyan revolution” – K-State Collegian, August 25, 2011

“Oregon, Oregon State could feel the heat at Arizona State, Boise State, if study is right as rain” – Daily Oregonian, September 20, 2010

“Why college football teams from areas with dry climates might have a secret advantage” – Knoxville News, September 16, 2010

“Coupon Craze” - K-State Collegian August 31, 2010

“Potential budget cuts may affect class sizes” – K-State Collegian – April 29, 2010

“K-State professors say national debt still manageable” – K-State Collegian November 5, 2009

“K-State’s Top-5 majors for students reflect U.S. statistics” – K-State Collegian – November 14, 2008

“Manhattan gas prices higher than most” – K-State Collegian—October 31, 2008

“Riley County new home sale prices differ from national 13-year low”—K-State Collegian, May 9, 2008

“Possible economic recession could relieve stress of college loans”—K-State Collegian, February 25, 2008

Articles and Radio Reports on the K-State Student Price Index

Interviewed on KMAN Radio – October 2010, October 2011, October 2012, October 2013, October 2014

K-State Collegian – October 2007, 2008, 2009, 2010, 2011, 2012. 2013, 2014

Manhattan Mercury – October 2009, 2010, 2011, 2014

I have also been in charge of writing the press release for the SPI and publishing the data (collected by students) each year since I became the faculty advisor to the club.

Teaching Philosophy

When I was a junior at Drury College, I discovered my life's goal was to teach economics at the collegiate level. I found that I was able to help my friends with questions they had about the intermediate microeconomics classes we were taking, and I discovered I was able to do so in a way they could understand. I also discovered that I found the way an economist thinks and solves problems to be fascinating. What drives me in my teaching is to help students understand that economics is everywhere and that they can apply what they learn in economics classes to their everyday life. I take it as a personal challenge to broaden each of my student's perceptions about the importance of economics and to do it in an entertaining and informative manner.

I try to build off of my belief that "Economics is Everywhere" when I teach my large lecture classes. I try to begin or end each lecture with an example of how the concepts we are teaching in our economics course applies to student's everyday lives. I typically display an article from the Kansas City Star, Kansas State Collegian or the Wall Street Journal at the beginning of a lecture and relate that to our previous discussion. I have discovered that I will get frequent submissions from students in the class that want to contribute a story they have read about or observed on television. Obviously I try to incorporate as many of these examples into my lecture as possible. I also attempt to show videos that relate to economic concepts. While the majority of these videos are from various news sources, I occasionally show videos from "The Colbert Report", "The Daily Show with Jon Stewart", "The Office", "Survivor", "Shark Tank", "The Big Bang

Theory” and other popular television programs. I find it fairly easy to find humorous examples from a television program that strongly relate to the examples we are presenting in class.

My goal is for students to be comfortable and relaxed in my class. Even though most of my courses have over 200 students enrolled, I make it a priority to treat students as individuals. I typically learn a majority of all students’ names by the end of the semester in a large lecture course. I employ a Socratic method and frequently call on students by name. This is not done to embarrass students but I try to create an atmosphere that represents a discussion about economics as opposed to a traditional lecture. While there are times that I provide a traditional lecture on factual material, I am pleased with the interaction I have with my students and the thoughtful questions that are brought up during a typical class period.

I am very excited about using more technology in my principles classes. I have established Facebook pages for my principles courses so students may easily interact with me and with one another and I am now using the “Poll Everywhere” software in my principles classes. This enables students to comment and “vote” on things we are doing in the class somewhat anonymously.

I always request additional feedback from my classes in the middle of the semester and I try to incorporate as many of their ideas as possible. For example, when I started at K-State I did not give any review sessions for exams. I discovered that my principles students wanted me to give as many review sessions as possible. I now give over ten review sessions every semester. I devote approximately eight extra office hours at the beginning of each semester to have informal “six minute meetings” with my students. This allows them to get to know me outside of class (they get a few bonus points for doing this) and makes them more likely to seek assistance with the class and be more relaxed in the class. I keep many more office hours than are required and I work very hard at making myself accessible to all of my students. I believe we can serve our students in a personal manner even in large lecture courses and that this reflects favorably on their ability to learn.

I spend a considerable amount of time attempting to improve my own teaching and I also work with our graduate students as they attempt to become better teachers. I observe each of our graduate students give practice lectures (usually two or three) before we allow them to teach their own class. I sit in on many of these classes and provide feedback and along with one other faculty member I conduct one meeting before each fall semester and another meeting a few weeks later to answer questions from our GTA’s and make sure they understand what is expected of them in the classroom.

I am very fortunate that I truly enjoy working with students and I look forward to doing my job. I am very proud of the job we have done of developing our major at K-State and providing students with meaningful opportunities to make beneficial career choices.